

Subject	Social studies, Korean language, creative activities, or any other classes on conflict			Grade Level	Upper elementary students, middle and high school students & adults		
Format	Rating scale (agree/disagree) & role play	Group Formation	4-5 students per group	Teacher	Incheon Janga Elementary School Kim Ju Hyeon, Ha Seung Cheon		
Unit	May link to any unit on pros/cons or conflict			Lesson Number	2 Lessons (80 minutes)	Textbook	
Learning Objectives	<p>1. Overall Learning Objectives of the Class Students can soften their polarized decisions and thoughts resulting from a conflicting situation by looking at the issue from different point of views.</p> <p>2. GCED-related Goals</p> <ol style="list-style-type: none"> 1. Students can understand that there are diverse values and positions within a conflicting situation. 2. Students can overcome feelings of hatred resulting from conflicting situation by looking at the issue from different point of views. 3. Students can experience that pursuing peaceful values is essential in forming a healthy society. 						
Materials	Teacher						
	<ul style="list-style-type: none"> ▪ <i>Rating Scale (Agree-Disagree) on the classroom floor</i> ▪ <i>Signs for 'Agree' and 'Disagree'</i> ▪ <i>Role play cards (COVID-19 patient (student), Parent of COVID-19 patient, Classmate, Parent of the classmate, School official)</i> ▪ <i>Activity Wrap-up Worksheet</i> 						
Prior/Follow-up Activities	<p>Prior Activities It is important that the student share any newspaper articles, news, or experiences on COVID-19 before the class. It will set the basis for decisions to be made and opinions to be asserted during the class. If insufficient information has been shared before this lesson, it is likely that the students will make decisions based on their emotions.</p> <p>Follow-up Activities As a follow-up, it is recommended to conduct activities that allows the students to express their experiences or change in feelings in writing or drawing. By having records of why the change occurred, the emotions they had, and how they felt towards peers will give them an opportunity to judge their overall flow of thoughts and emotions. Activities that connect such phenomenon to a social issue are also recommended. It is possible to connect the class with the society if proper research is conducted on relevant issues in the society.</p>						

Stage	Learning Elements	Teaching and Learning Activities		Lesson Format	Comments	Duration
		Teacher	Student			
Introduction	Present the situation	<p>T: (Present the Situation) Situation: Share with the students that several decisions need to be made in regards to a case of COVID-19 infection within the school. Suggest that the school is facing difficulties in deciding whether the information of a student that has been infected with COVID-19 should be disclosed or not, and the school would like to ask students for their opinions.</p>	<p>S: (Understand the situation) Students recognize the topic that they need to make decision on in the situation presented by the teacher.</p>	Entire Class	The situation presented in the introduction needs to be rather urgent, but at the end of the class the students must be informed that the situation is fictional.	5 min.
Development	Assert opinion (polarization)	<p>T: Ask students to express their opinions on information disclosure by standing on a rating scale marked on the floor.</p>	<p>S: (0 represents neutral. The increasing numbers on the scale represent how strongly the students agree or disagree.)</p>	Entire Class	The teacher should heighten the mood to a more competitive atmosphere while discussing pros and cons.	30 min.
		<p>T: (After 1st decision has been made on the rating scale) Let students share their thoughts and assert their opinions on why they chose to stand on that number on the rating scale.</p>	<p>S: (After listening to classmates, students may change their thoughts or the number on the rating scale during the process.)</p>	Individual Activity		
		<p>T: Form a group of like-minded students and have them share their thoughts with each other (4-5 students per group).</p>	<p>S: (Students go through the process of reinforcing their thoughts and positions by talking to like-minded students.)</p>	Group (4-5 students per group)		

		<p>T: (2nd Decision on Rating Scale) After exchanging opinions with like-minded students, have the students assert their opinions to classmates that are on the opposite side.</p>	<p>S: (Students should be able to make critical remarks on what other classmates suggest. They should also be able to judge their own emotional changes.)</p>	Individual Activity		
	Decisions made considering various opinions (Role Play)	<p>T: After forming groups, conduct role playing activity where students represent the roles given on role play cards.</p> <p>(Role Play Cards: COVID-19 patient (student), Parent of COVID-19 patient, Classmate, Parent of the classmate, School official)</p> <p>(There should be 5 students per group and students should take turns to play all five roles)</p>	<p>S: (Students are given opportunities to look at the situation at five different point of views as suggested on five role playing cards.)</p>	Group (5 students per group)	Role playing should be conducted in a serious manner for the students to be fully immersed into the roles.	20 min.
Closure	Final Decision	<p>T: Ask the students to show their final decisions on the rating scale. Have them share their thoughts on how their decisions have changed and why.</p> <p>(Follow-up Activity: Students are given a chance to express their thoughts and feelings about the class in writing)</p>	<p>S: Students share the process of how their thought have changed and what they have felt throughout the class.</p>	Individual Activity	Guide the students to share their responses to the lesson in relation to global citizenship.	25 min.